

## HMSVC103 : Preparation for Field Work in Human Services

### General Information

Author:	<ul style="list-style-type: none"><li>• Melissa Bowen</li><li>• Wanta, Matthew</li><li>• Stephens, Lisa</li></ul>
Course Code (CB01) :	HMSVC103
Course Title (CB02) :	Preparation for Field Work in Human Services
Department:	Allied Health
Proposal Start:	Fall 2019
TOP Code (CB03) :	(2104.00) Human Services
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000507913
Curriculum Committee Approval Date:	10/04/2013
Board of Trustees Approval Date:	11/14/2013
External Review Approval Date:	02/25/2014
Course Description:	In this course students integrate theory about human services occupations into actual workplace practices by role-playing work place situations, interviewing people working in different human services settings, and analyzing workplace situations in order to practice professional responses. Students are prepared for internship in a human services work setting.
Submission Type:	Improvement to Program of Study Add Distance Education  Need to add Master in Social Work for faculty requirements but that is not an option in the drop down. Also, program name should be changed to "Social Work and Human Services" (SWHS) to be in line with industry standards and C-ID.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Counseling</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Counseling</li><li>• Psychology</li><li>• Social Work</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

## Course Development Options

### Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Rationale For Credit By Exam/Challenge

No value

### Course Support Course Status (CB26)

No value

### Course Special Class Status (CB13)

Course is not a special class.

### Allowed Number of Retakes

0

### Retake Policy Description

Type:|Non-Repeatable Credit

### Grade Options

- Letter Grade Methods
- Pass/No Pass

### Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

## Associated Programs

Course is part of a program (CB24)

### Associated Program

### Award Type

### Active

CC Human Services

A.S. Degree Major

Summer 2018

CC Human Services Worker COA

Certificate of Achievement

Summer 2018

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

No value

### Transferability

Transferable to CSU only

### Transferability Status

Approved

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact) Hours** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

**Faculty Load** 0

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 54

**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Activity 0

**Total** 54

**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Activity 0

**Total** 108

### Time Commitment Notes for Students

No value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value

No Value

No Value

No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Prerequisite

#### HMSVC101 - Introduction to Human Services

HMSV C101 introduces the student to the career of human services. In that class they gain knowledge on the career and role of the human services helper, history, contemporary service models, legal and ethical issues, and the importance of self care. HMSV C101 gives a foundation in the human service field that prepares the student for HMSV C103 Preparation for Field Work.

## Entrance Skills

Entrance Skills

Description

No value

No value

## Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

## Specifications

Methods of Instruction

Methods of Instruction

Presentations (by students)

Rationale

**Field research and interviews will be conducted by students to inform the agency paper and final presentation. This work will familiarize students with agencies and inform their internship site decision making process.**

Methods of Instruction

Project-based learning

Rationale

Written assessment plans and case note practice.

Methods of Instruction

Skills Development and Performance

Rationale

Role playing.

Methods of Instruction	Written work
Rationale	Students will compose a paper about an agency in their community based on field interviews and research.
Methods of Instruction	Lecture
Rationale	Power point presentations.
Methods of Instruction	Outside reading
Rationale	Weekly textbook readings.
Methods of Instruction	Instruction through examination or quizzing
Rationale	Students will analyze a case study and develop a treatment plan as part of a midterm examination.
Methods of Instruction	Guest Lecturers
Rationale	Industry partners will discuss field experience.
Methods of Instruction	Group Work
Rationale	Soft skills practice done in groups during class time.
Methods of Instruction	Case Study
Rationale	Analysis of case studies provide opportunity to apply skills.
Methods of Instruction	Discussion
Rationale	Discussions on principles of skills in providing client services.
Methods of Instruction	Audiovisual
Rationale	Audiovisual skills demonstration.
<b>Assignments</b> <b>- A. Assigned reading of texts and/or professional journals for human services agency paper and/or class presentation. B. Field research and interviews for class discussion, agency paper and presentation. C. Library research for human services agency paper and presentation. D. Film analysis of how to handle human services scenarios, assessments, crisis invention, domestic violence, in takes and mandated reporting.</b>	

**Methods of Evaluation****Rationale**

Tests	<p>Quizzes and Tests on identification and description of basic concepts of the Human Services profession.</p> <p>Example: Which of the following skills are important for beginning a field placement?</p> <p>a. assertiveness in general  b. basic understanding of human services ethical principles  c. skill in finding information  d. comfort in asking for supervision when you don't know what to do.  e. all of the above.</p>
Other	<p>Oral and written case studies and scenario analyses.</p> <p>Example: You are acting as a receptionist when a parent punches and kicks a child just outside the building. What should you do?</p>
Other	<p>Essays of written synthesis of considerations for problem solving in the Human Services workplace.</p> <p>Example: A client is in the lobby crying and saying she is going to kill herself. The case manager and therapist are in the mailroom with you and the case manager is vehemently protesting the therapist's belief that hospitalization is not necessary. They seem to be very caught up in their conflict over the situation. What would you do? (Attend to the client in non-intrusive ways and report conflict to supervisor)</p>
Distance Education Description: how outcomes are evaluated	<p>Participation - Online courses will use discussion forums.</p> <p>Research Paper - Both online and onsite papers can be submitted via Turnitin.com or online.</p> <p>Quizzes and exams - Quizzes and exams can be taken online via a learning management system.</p>

**Equipment**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
Woodside, M.	The Human Services Internship Experience	SAGE	2016	9781483377841

**Other Instructional Materials**

No Value

**Materials Fee**

No

**Learning Outcomes and Objectives****Course Objectives**

No value

**CSLOs**

Describe differing roles in the human services workplace.

Expected SLO Performance: 70.0

Analyze effective stress and coping skills for clients and helpers.

Expected SLO Performance: 70.0

Examine the importance of supervision and professional development.

Expected SLO Performance: 70.0

Assess personal abilities, strengths, and limitations.

Expected SLO Performance: 70.0

Apply cultural competence skills, problem solving, and legal and ethical decision making techniques to work with clients.

Expected SLO Performance: 70.0

## Outline

### Course Outline

#### A. Beginning fieldwork

1. Dynamics of beginnings in the workplace
2. Coping with pressures
3. Self-knowledge related to stress and coping
4. Getting information

#### B. Finding your place

1. Securing personal space
2. Learning about the system
3. Expanding capabilities
4. Membership of a network

#### C. Using supervision

1. What is supervision?
2. Developing and maintaining a supervisor/intern relationship
3. Effective approaches to problems in the supervisory relationship

#### D. Application of theoretical information and critical thinking skills in the workplace

1. Identifying legal and ethical issues
2. Knowing when to report child abuse; elder abuse; or other danger reporting
3. Professional code of ethics
4. Developing a decision making approach
5. Documenting activities
6. Issues related to professional training
7. Issues related to the helping relationship
8. Issues related to the practice of counseling

#### E. Developing Cultural Competence

1. Identifying diversity in the work setting
2. Valuing differences in the work setting
3. The multi-faceted nature of differences
4. Effective use of differences in teamwork
5. Attention to cultural differences in assessment and treatment

#### F. Thriving in the Work Setting

1. Developing attitudes and habits of flexibility; creativity; and tolerance
2. Maintaining connections to others
3. Understanding workplace conflicts
4. Self-care in the workplace

#### G. Experiencing Closure

1. Patterns and dynamics of endings
2. Assessments and evaluations of experience
3. Your performance evaluation

#### H. Planning for the future

1. Assessing your interest and future training needs
2. Consideration of advanced degrees/licenses
3. Assessing professional opportunities

## Delivery Methods and Distance Education

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Online  
Hybrid  
Face 2 Face  
Interactive

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of HMSV C103 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that the evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use powerpoint, videos and written lecture notes

**Effective Student-Instructor Contact:** Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work

Student-Instructor contact MAY include: chat/zom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums

Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

None

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible and compatible with support programs. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

iTV 20 per site/max 40 total